

DRAFT

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Chapel School
Stratford School District

Koren M. Paul, Principal
Mario Ciccarini, Asst. Principal
Telephone: 203-385-4192

Location: 380 Chapel St.
Stratford,
Connecticut

Website: chapelstreet.stratfordk12.org/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 555
5-Year Enrollment Change: 9.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	244	44.0	45.3	41.3
K-12 Students Who Are Not Fluent in English	14	2.5	6.0	8.1
Students with Disabilities	50	9.0	8.7	11.2
Students Identified as Gifted and/or Talented	9	1.6	3.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	83.5	79.6	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	428	96.0	97.5	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,005	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	21.8	19.6	18.9
Grade 2	21.0	20.3	19.8
Grade 5	20.3	21.1	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	29	33
Computer Education **	12	19
English Language Arts **	468	429
Family and Consumer Science	0	0
Health **	18	20
Library Media Skills **	29	20
Mathematics **	169	201
Music **	29	35
Physical Education **	71	43
Science **	104	99
Social Studies **	70	90
Technology Education **	6	3
World Languages	0	15

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.5	6.0	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	59.4	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.0	81.8	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.7	2.6	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	20.1	31.9	29.7
# of Print Periodical Subscriptions	10	11	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education: Teachers and Instructors	34.45	
Paraprofessional Instructional Assistants	0.00	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	4.50	
Library/Media Specialists and/or Assistants	1.00	
Administrators, Coordinators, and Department Chairs	2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	1.70	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	8.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	8.9	12.0	13.7
% with Master's Degree or Above	84.6	88.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.9	8.8	9.1
% Assigned to Same School the Previous Year	82.1	85.1	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Chapel Street School maintains a website that provides all parents with teachers' email addresses, as well as teacher websites, to keep the lines of communication open. Teachers develop weekly and/or monthly newsletters to correspond with parents regarding learning activities, special projects, and tips for supporting their children's learning at home. Several printed pages were sent home from the office as well to keep parents involved. PTA meetings are always open to any parent. The PTA instituted a parent email system and classroom directory to keep families updated on Chapel's happenings. The PTA, teachers, staff, and administrators contributed to the Chapel Cheetah Times, a monthly newsletter that highlights what is happening in each grade. Administration, teachers, staff, and students all contribute to this newsletter. Parent conference nights, mid-term reports, and report cards also keep the families informed. A parent portal is available for parents of students in grades four through six to monitor their academic progress online. The PTA sends home a monthly calendar that lists all the activities scheduled for the month. On the "Flip Side," both the PTA and principal have the opportunity to share important school and district news, including new policies, opportunities to get involved in the school and/or district level committees. Student and Parent Handbooks are generated and distributed every year which contain all district and school information including calendars, phone numbers, policies, and procedures. We have a very involved and dedicated PTA, which strives to provide enriching experiences for our students. In addition to sponsoring cultural enrichment program assemblies, they help organize and participate in Guest Reader Day when parents or community members come in once a month to read to students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	17	3.1
Black	125	22.5
Hispanic	134	24.1
Pacific Islander	1	0.2
White	264	47.6
Two or more races	13	2.3
Total Minority	291	52.4

Percent of Minority Professional Staff: 2.1%

Non-English Home Language :

10.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 17.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Chapel Street School actively pursues ways to bring together students and families of varying racial, ethnic, and cultural backgrounds. Chapel's participation in the District's Racial Balance Plan (Full Day Kindergarten and placement of minority students from other in-town school areas through the Pathways program) has resulted in a significant increase in our minority population, from 22.0% in 1997-1998, to 56% in the 2013-2014 school year. A variety of activities and projects highlighting racial, ethnic, and economic diversity are conducted in the classrooms throughout the school year. Participation in Eco-Saturdays (an inter-district science club), food drives (Thanksgiving, spring), clothing drives (Christmas), and monetary donations (Lights of Love, Ronald McDonald House, Sterling House, CT Leukemia and Lymphoma Society, Susan G. Komen Find a Cure) provide assistance for families in need. Chapel participated in the town-wide spelling bee as part of the Connecticut Spelling Bee for grades five and six. Efforts continue to bring all families together through PTA family nights (Bingo, Movie Night, Family Night, Chapel's Got Talent, and an annual play), a kindergarten social activity during the summer, an annual walk-a-thon, and an author's tea in May. These evening events not only brought together the student body, but also provided an opportunity for parents and guardians of all backgrounds to come together in a relaxed, learning environment. The PTA has been instrumental in providing funding for various types of programs to recognize the diverse ethnic and cultural backgrounds of our families. School spirit activities are also designated to build community among all students within the school.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	76.1	64.3	52.0	89.7
Grade 6	83.6	65.9	50.6	98.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	47.8	54.7	56.9	36.9
Writing	63.6	59.9	60.0	53.0
Mathematics	62.7	57.5	61.4	49.5
Grade 4 Reading	63.1	62.8	62.6	49.4
Writing	77.6	62.1	63.0	75.5
Mathematics	71.6	64.0	65.1	59.2
Grade 5 Reading	52.1	60.7	66.9	28.5
Writing	57.7	57.5	65.6	36.1
Mathematics	57.3	61.4	69.2	32.1
Science	56.4	63.8	62.3	41.0
Grade 6 Reading	68.8	73.5	73.3	42.4
Writing	51.5	67.5	65.1	30.5
Mathematics	64.1	61.8	67.0	47.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.2	97.3	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 37 students were responsible for these incidents. These students represent 6.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	11	10
Fighting/Battery	10	1
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	30	11

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At the beginning and end of the school year, a School Improvement Plan committee meets to discuss Chapel's strengths and areas of improvement. The plan outlines the ways in which teachers and parents can help with increasing student success in the classroom and on standardized assessments. Student success plans are written with specific goals for each student in the area of need. As part of Chapel's professional development last year, the staff worked to understand and implement lessons to incorporate the Common Core State Standards strategies for the school. We received a small grant and were able to offer an after-school tutorial for students in grades three through six in reading and math to move them forward as they prepared for the Connecticut Mastery Tests. Our main focus will be to increase teaching with rigor and engaging students, while targeting the academic needs of struggling students. The students at Chapel are part of a Character Education program that includes the operation of a school store. At the store, the students can spend real money or "character quarters" that were given to them for an outward sign of the Six Pillars of Character (Respect, Responsibility, Trustworthiness, Fairness, Citizenship, and Caring) and the components of our school PBIS program, HEART (Honesty, Enthusiasm, Achievement, Respectfulness, and Taking Responsibility). The items in the store, with teacher input, are based on the everyday needs of students and are easily accessible to all. Students can also earn "HEART tickets" and be entered into a raffle drawing. After-school programs include sports intramurals with the physical education teacher for fifth and sixth graders and the student council for grades four, five, and six, which is supervised by teachers. Another after-school program, F.A.N., was held for five weeks for students in grades kindergarten through grade three and five weeks for children in grades four through six, and it was run by a parent and student volunteers from a local university. This program engages children in activities based on Fitness, Academics, and Nutrition. We are expanding our recently developed climate and safety committee to ensure that our school is a safe, caring, and well-managed facility and conducive to learning. This committee works to improve school climate and help institute new policies and procedures that will allow for an optimal learning environment for students and staff.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Chapel Street School contains 29 classrooms, seven small teaching stations, a gymnasium/auditorium, a cafeteria, a computer lab, and a modern library/media center. Our school community is proud of our staff that continually pursues professional development through school workshops, data teams, system-wide programs in reading, writing and math, seminars, grade level meetings, comprehensive reading training, and workshops in Scientific Research-Based Interventions (SRBI). The availability of computers has enhanced teaching and learning opportunities, as has the installation of SMART boards in all fourth, fifth, and sixth grade classrooms. Numerous community resources are available to students, parents, and staff, including Stratford Community Services, Inside Out Theatrical Group, Sterling House, Stratford's Parent's Place, Head Start, and the Town Recreation Department. The fourth grade classes took advantage of the Stratford marshes on a school trip last spring. Students in grades four through six participated in a public speaking contest, "Speak Loud, Speak Proud." Students in grades three through five can take part in an inter-district grant program called "Eco-Saturdays", which meets every other Saturday at different schools and venues for hands-on science adventures. Chapel has its own school store, and it reflects our efforts to highlight Character Education with "character quarters" given out by staff members to students who show random acts of kindness. Our very active PTA volunteers hundreds of hours and provides thousands of dollars to augment educational experiences for our students. Plays and talent shows are presented by the PTA annually.
